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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit: Sharing the planet. Maths’ stations** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** - Completes and creates symmetrical patterns  - Explores and names some standard units of measurement for length, mass and temperature and time  - Identifies and collects data in the following graphs: T-chart, Venn diagram | | | | | | **Skills:** | | | | | |
| **Materials:** small wooden blocks, strips of paper, maths books, pictures from books, problems by tiers. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: week 27 March 12th-16th** | | | | **Time: 1 block** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening: 10´** Divide the class in 3 small groups (tiers by readiness).  Explain what they have to do in the independent station.  Use the clock to explain that they must spend 20 minutes doing the activity and 5 min. organising themselves and tiding up. | | | | | | | | | | | |
| **Main Activity: 25´in each station Station 1: Symmetrical patterns (Independent)**  Give to each child a strip of paper and ask them to create a pattern and complete it, using the small blocks. Tell them to trace the shapes with the corresponding colours, they don’t have to colour inside, just if they have time.  **Station 2: Temperature/Time (With a teacher)**  Solve problems by tiers. Tell the children that we will read some "real life situations" and we will solve them by choosing and filling the blanks with the appropriate tools and units to measure temperature and time, as we did before with weight and length.  They Choose 1, fill in the blanks and paste it in their notebooks.  You may set a table with the tools used to measure Weight and Length so that children can have a reference of them.  **Station 3: T-Chart (With a teacher)**  4 children can use “The Lorax” book, where the Bar-ba-loots, the Truffula fruits and the Hamming-Fish are and one of the pictures at the end, ask them how can they register the comparison between the positive and negative aspects in there. As soon as they answer “the T-Chart”, they have to write them in the books.  The other group of 4 can use “Six by Seuss” to do the same. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** Give the small mirrors for the independent station | | | | | | | | | | | |
| **Closing:** **5´**Assess children as they pass the different stations. Keep 'drilling' the standard units and tools involved applying them in real life situations. | | | | | | | | | | | |